DOCUMENT RESUME

ED 151 336 SP 012 336

AUTHOR	Brizzi, Elsa N.
TITLE	Trainer-of-Trainers: A Collaborative Approach to Inservice Staff Develcpment.
INSTITUTION	Lynwood Unified School District, Calif.; University of Southern California, Los Angeles. School of Education.
PUB DATE	78
NOTE	11p.; For related document, see SP012 337
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*College School Cooperation; Elementary School Teachers; *Inservice Teacher Education; *Leadership Training; Program Descriptions; *Reading Instruction; Secondary School Teachers; *Training Techniques
IDENTIFIERS	California (Lynwood); *Training Teacher Trainers Project

ABSTRACT

This document describes a collaborative model of inservice teacher education involving the use of a school-based intermediary training cadre, and the application of this model in a particular school setting. The aim of the Trainer of Trainers Model is to spread the effect of training delivered by an external interdisciplinary university training team to a school district by building the internal capacity of the district to plan and deliver its own inservice program. Collaboration is viewed as an integral part of the program--in needs assessment, goal formation, planning, and training. The steps in developing a Trainer of Trainers program (planning, cadre training, school training, and support) are presented in outline form. Application of the Model to a specific situation (inservice training in reading instruction) at the Lynwood (California) Unified School District is described. Formative and summative evaluation indicates that (1) the program design is strongly accepted by district personnel, (2) participation in program planning and implementation by program participants is encouraged, (3) growth is evident in both trainers and participating school staff, and (4) skills of resource teachers are strengthened in the areas of training, reading instruction, use of paraprofessional and community resources, and individualized instruction techniques. (MJB)

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USC/LYNWOOD STAFF DEVELOPMENT PROGRAM
1976-77

TRAINER-OF-TRAINERS

A COLLABORATIVE APPROACH TO INSERVICE STAFF DEVELOPMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DEPARTMENT OF TEACHER EDUCATION
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THE PROGRAM WISHES TO ACKNOWLEDGE THE
SUPPORT OF THE FOLLOWING PEOPLE

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TRAINER-OF-TRAINERS
A COLLABORATIVE MODEL FOR INSERVICE TEACHER EDUCATION

The Trainer-of-Trainers is an inservice teacher education model which is directed toward meeting the following goals:

1. To develop a well trained cadre of inservice trainers who can meet a broad range of training needs of a district and its individual schools by

2. Maximizing the internal resources of a school district in meeting their own ongoing inservice needs.

The Trainer-of-Trainers model is based upon a concept of active collaboration involving all participants in the design and implementation of the program. The program design is based on the assessment of strengths and needs of trainees. Ongoing trainee evaluation throughout the program provides for design revision as further needs emerge. Each role group functions as a team with a mutual support system for delivery of the total program. The strategy for trainer-of-trainers is built in modeling with persons involved in training demonstrating the program intent in communicating content.

From the standpoint of maximizing resources, the aim of the Trainer-of Trainers model is to spread the effect of training delivered by an external interdisciplinary university training team to a school district by building the internal capacity of the district to plan and deliver its own inservice program.

Collaboration: Key Concept in Trainer-of-Trainers

- Collaboration involves cooperation and interaction of all role groups for effective programming based upon

  1. Needs assessment
  2. Goals.

- Collaboration is a process for effective decision making

  1. Built upon data base - organizational assessment
  2. Utilized by role groups:

     - to determine program needs and dimensions
     - to determine program roles, goals and objectives
     - to define advantages to be gained by all role groups for participation in the program.

- Purposes of collaboration include:

  1. Gaining commitment of participants to the program through demonstration that their participation is valued
  2. Heightening awareness of program concepts
  3. A reinforcement system
  4. Gaining feedback for program correction through formative evaluation.

Steps in Developing a Trainer-of-Trainers Program

I. Planning

- Initial planning consists of a series of collaborative meetings with the district and the university team to determine:

  1. Program goals and objectives
  2. Role and function of evaluation
  3. Method of delivery
  4. Inclusion of individual trainee and individual school site input.

- Ongoing - Throughout the duration of the program in all areas

  1. For information sharing and input to role groups
  2. For program self-correction through formative evaluation.

II. Training Phase I - Training of K-12 cadre by university training team

- Intensive block of time with trainees prior to their delivery of monthly inservices for:

  1. Delivery of content - "Whats & Hows"
  2. Management and organization of site specific collaborative effort
  3. Preparation and planning for initial inservice.

III. Training Phase II - Support System

- Cadre delivery of monthly inservices to school staffs:

  1. Related to program goals and school site needs
  2. With active involvement and participation of school staffs in planning and delivery
  3. With assistance from training team.

- Ongoing follow-up--Regularly scheduled training team technical assistance on site to trainees between inservice deliveries for:

  1. Preplanning of each inservice session related to prior session evaluation results and program goals and
  2. Topics for monthly cadre training sessions.

- Ongoing training and support--Cadre sessions once a month prior to inservice delivery for:

  1. Trainee feedback and evaluation of prior inservice delivery.
  2. Trainee groups and Training Team provide human and material resources in preparation of ensuing inservice.
  3. Training related to field-identified topics.

TRAINER-OF-TRAINERS

OVERVIEW OF THE USC/LYNWOOD STAFF DEVELOPMENT PROGRAM: A COLLABORATIVE INSERVICE MODEL

The Trainer-of-Trainers model has been effectively utilized by the USC/Lynwood Unified School District Staff Development Program, as reflected in the 1976-77 Final Program Evaluation and the 1977-78 Interim Evaluation Reports.

Cooperatively designed, the program was an inservice staff development effort between the University of Southern California, School of Education, Department of Teacher Education, and the Lynwood Unified School District in Los Angeles County.

The challenge was to design and implement a Trainer-of-Trainers program to meet specific needs of a rapidly changing multicultural, K-12, school district. The concern of the program was not only to develop an adequate inservice design but to develop a maintenance system in the School District to respond to its own developing and rapidly changing inservice needs.

Designed for implementation in two phases, the aim of the initial phase was to develop and upgrade the skills of existing resource teachers in the District in the specific core subject area, which was reading. The aim of the second phase was to train these key, K-12 personnel to become a cadre of inservice leadership within each of the eleven school sites. Each school within the District would develop, through their trainees' participation in this training process, the ongoing capacity of meeting its own inservice staff development needs. An eight-month effort, the USC/Lynwood Staff Development Program consisted of a two-step approach:

1. A six-day intensive training effort with a cadre of (30) District, K-12, resource teachers.

2. A field support system at each specific school site to assist these trainer-of-trainers in providing maximum inservice training to their school staff.

Phase I, at a District location, dealt with (30) resource teachers as the first training group. They participated as co-faculty members in the training with each representing different school levels, diversity of skills, abilities, knowledge and awareness of training strategies. They provided articulation among levels and between schools. Each school site was equally unique as manifested in the diversity of skills and abilities in the staffs they trained. The Trainer-of-Trainers design capitalized on these special individual qualities and practiced a teaming process of training. This teaming process helped to promote a goal of effective sharing and collaboration among training groups and school staffs to reach their objectives.

In order to implement individual and staff participation in the schools' site inservice efforts, a management and organization system was a core concept in the training process and was modeled by the USC training team for District personnel during training. This system developed inservice techniques that allowed for trainees to gain experience in organizing and managing individual resources among staffs and generated training strategies for involving certificated auxiliary help, i. e., paraprofessionals, community liaison, volunteers, etc. The program, thus, involved the training of a cadre of approximately thirty K-12 resource persons who were then given the responsibility of training 400 teachers in the District.

Phase II was field-based to provide training follow-through at individual school sites. It was designed to assist District resource personnel as they each developed their own participative inservice training program with their individual school staffs. During this phase the USC team served as support and resource personnel for design and assistance in implementation of required monthly school inservice sessions. The total training group also met once a month for pre-planning with trainees prior to each inservice program for technical assistance and preparation for delivery. Phase II in the Trainer-of-Trainers design served as a support, training and feedback system for the purpose of assisting District resource personnel in their new roles as trainers.

Formative and Summative Program Evaluations

Evaluation was a continuous, integral and ongoing component of the USC/Lynwood Staff Development Program. Quick feedback and information for correction of programming to continuously relate to objectives was crucial to the achievement of program goals. This research evaluation component indicated that:

1. This type of design was strongly accepted by the full range of District personnel.

2. The participation processes encouraged a desire for involvement at all levels in program planning and implementation beyond this particular effort. They spawned a number of other participative efforts.

3. Evaluation showed growth in two levels:

   a. Trainers
      - o The strategies involved in this intensive, short term approach developed a group of resource people into trainers and facilitators of others.
      - o Trainers were able to respond to a variety of inservice needs.

   b. School Staffs
      - o The quality of instruction was highly relevant to school staffs.
      - o School staffs evidenced high degree of interest and involvement.

The 1976-77 Final Evaluation revealed that the following District goals had been attained:

I. To strengthen the skills of resource teachers as inservice education providers for teachers.

II. To strengthen the knowledge and skills of resource teachers concerning the teaching of reading in curriculum content areas.

III. To strengthen the knowledge and skills of resource teachers concerning how teachers can better utilize paraprofessional and community resources in the classroom.

IV. To strengthen the knowledge and skills of resource teachers concerning techniques for individualized instruction in the classroom.

All measures utilized indicated a dramatic positive growth for trainees. Both a highly positive change in test scores and a strikingly positive attitude after training proved to be statistically significant.

Trainees, principals and teachers (analyzed as a total group) rated the program highly. All items on the final evaluation showed statistical significance.

USC faculty and team members appraised both the process and effectiveness of the Staff Development Program and concluded that the staff development process, i. e., Trainer-of-Trainers, was highly effective.

The basic conclusion to be drawn from the evaluation was that the 1976-77 USC/Lynwood Staff Development Program was highly effective as measured.

The following recommendations were made:

I. It is recommended that release time for Leaders/ Trainers to prepare as "inservice education providers for teachers" be continued as this was a very significant factor in the attainment of this goal.

II. Teachers and administrators indicated a marked desire for greater expansion in the area of reading in curriculum content areas.

III. It is recommended that paraprofessionals be given more training in depth and breadth regarding their role articulation.

IV. It is recommended that the individual needs of the schools continue to be recognized and strenthened and the individual school diversity continue to be supported especially in the areas of multi-modal and multicultural instructional materials and materials for low achievers.

This staff development design attempted to build the District's internal capacity, both at the District level and at individual school sites, to plan and deliver its own inservice programs and to make optimal use of both internal and external resources through:

1. Augmenting of skills in the core content area

2. Developing planning and organizational skills to manage inservice training processes

3. Developing teaming relationships to utilize all resources, both human and material

4. Providing continued articulation between schools and different grade levels

5. Implementing ongoing formative/summative evaluation techniques for quick feedback and self-correction of programming to continuously relate to program objectives.

The USC Trainer-of-Trainers concept involves a total gestalt. The program in its goals provided the trainees with the content they needed for their role, demonstrated the use, modeled the way, supported in the delivery and involved all role groups in the total effort. In utilizing the Trainer-of-Trainers concept, the USC/Lynwood Staff Development Program attempted to build the internal capacity of the District to plan and deliver its own inservice, and to make optimal use of both internal and external resources.